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ABSTRACT

As a description of a program package designed to enhance the educator's ability to positively influence students' learning motivation, information is provided concerning the purpose and the operational structure of the course, the scope and sequencing of the program's printed and audiovisual material, and the activities and resources involved in the use of the program package. Also included are ordering information, a brief history of the development of the program, and a describer's critique. (LH)

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ED174615

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: MOTIVATION IN LEARNING: A Multimedia Program

Publication Date(s): Copyright 1978

Intended Users: Teachers, counselors, school psychologists, curriculum specialists, teacher educators

Grade Level(s): All grade levels

Number: Large groups (seminars)/small study groups/individual

Primary Focus: The prime reason for development of these materials is to influence teachers' personal affirmation and their continuing positive evolution as educators in facilitating optimal student motivation for learning.

School subject(s) and/or inservice topic(s) covered:

This package is intended to affirm and strengthen current teaching practices which positively influence student motivation to learn. It is designed to increase participant awareness of the factors involved in motivation as well as to develop skills and strategies for daily teaching and learning activities.

What participant does in using the materials:

Participants meet for 13 sessions at 2 hours per session on a daily or weekly basis. Stimulating discussions hopefully evolve through the use of the audiotapes, filmstrips, and spirit duplicating masters with related activities and discussions - suggested readings of chapters in the book Motivation Teaching; A Practical Guide (included in the package) provide background for discussions. It is suggested that a follow-up, study-supported group be formed to further enhance skills acquired during the training sessions.

Resources:

A minimum of 13 two-hour sessions - 26 hrs (Workshop can be shortened to accommodate specific needs.)
An adequate meeting place
A tape recorder
A filmstrip projector and screen
A facilitator

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Describer critique:

This product makes a concerted and imaginative effort to present new ways to deal with the old and persistent problem of motivation. At the very least, the workshops provide a valuable forum in which educators can interact. At best it has the potential to help address a nagging problem which faces every teacher at some point in his/her career.

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1.0 PURPOSES:

The specific purposes of the motivation workshops are outlined by Dr. Raymond Wlodkowski as follows:

1. To suggest, demonstrate, and clarify how to facilitate optimal student motivation for learning;
2. To provide an organized method for planning motivational strategies for daily learning activities;
3. To affirm and strengthen current teaching practices which positively influence student motivation to learn;
4. To increase participant awareness and skills in a variety of motivation strategies;
5. To provide the opportunity for participant self-assessment;
6. To demonstrate and clarify how to prevent student motivation problems and suggest means of restoring student motivation to learn.

To quote Dr. Wlodkowski:
"...it is important to remember that the workshop is a guided experience to enhance the growth and development of teachers and professionals. Teachers' personal affirmation and continuing, positive evolution as educators have been the prime reason for the development of these materials."

2.0 CONTENT — Scope and Sequencing of Topics:

This is a multimedia program, consisting of a book, a research report, audio cassettes, filmstrips and various other printed materials, which encourages an interactive process in carrying out motivation workshops. The 13 two-hour sessions are structured around six concepts: 1) Attitudes, 2) Needs, 3) Stimulation, 4) Affect, 5) Competence, and 6) Reinforcement. The suggested sequence of activities is clearly outlined in the author's Guide for Planning In-Service/Pre-Service Motivation Workshops, using all the components of the package simultaneously. In addition to suggested reading assignments in the book, Motivation and Teaching: A Practical Guide, the discussion topics are as follows:

Session 1: What is Motivation? (Cassette)
The Five Myths of Motivation. (Filmstrip)
Session 2. The Time Continium Model of Motivation (A/Cassette)
Session 3. Student Attitude Toward the Teacher (F/S)
Student Attitude Toward the Subject and Learning Situation (A/C)
Session 4. Fear and Anxiety Related to Motivation (A/C)
The Need for Self-Actualization (F/S)
Session 5. Interest and Involvement (A/C)
Stimulation Value of Teacher Inquiry (A/C)
Disequilibrium as a Motivating Force (F/S)
Session 6. Feelings Relative to Student Motivation (A/C)
Classroom Climate and Student Motivation (F/S)
Session 7. Progress and Mastery as a Factor in Continuing Motivation (F/S)
Responsibility and Learning (A/C)
Session 8. What Research Says to the Teacher: Motivation Reinforcement
Session 9. Student Motivation Information Form
Session 10. Self-Awareness and Motivation Activity
Session 11. Inventory of Motivation Strategies
Session 12. Motivation Planning Charts
Session 13. Review, Affirmation, Evaluation, Celebration.

While a certain degree of freedom is possible within each session, depending upon the interests of the participants and the liveliness of the discussions, it is desirable that the sequence, as suggested by the author, be maintained.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants read chapters within the book relevant to the topic under consideration, listen to audio cassettes and view filmstrips (as indicated in the Program Guide) as a basis for discussion. Each session is structured somewhat differently from the last, though the basic process is one of interaction among participants. Some sessions have concluding activities which often involve sharing and self-assessment.

3.2 Help given in use of product:

The package is very comprehensive and the directions in the Guide which outline the activities in the 13 sessions are very detailed. Nevertheless, the presentation does not convey a feeling of rigidity, and there seems to be room for variation within the recommended structure.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

While no specific pre/or post-tests would be appropriate due to the nature of the subject matter, there is continuing self-assessment built into the program which could serve as a kind of inservice learning evaluative process. The author recommends follow-through meetings and activities so as to maintain the new awarenesses and skills which have been achieved. He suggests the establishment of a study-support group which would continue meeting after the termination of the workshop, in order to further enhance skills and promote continued participant development.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

NEEDED:
- Tape recorder
- Filmstrip viewer and screen
- An adequate meeting place
- A facilitator

TIME: 26 hours (13 two-hour sessions)
(It is possible to shorten the sequence selectively, if desired.)

5.2 Distributor name/address:

NEA Distribution Center
The Academic Building, Saw Mill Road
West Haven, CT 06516

203-934-2669

5.3 Components/approximate costs:

MOTIVATION IN LEARNING EDUPAK - $141.60 (Special Introductory Offer)

Component	Purchase	Rental	No. Req.	Reusable
1. Motivation & Teaching: A practical guide (book)	$8.50			yes
2. Six Motivation Filmstrips (with Leaders' Guide)	85.00			yes
3. Eight Approaches to Motivation (Audiotapes)	35.00			yes
4. Motivation (What Research Says Report)	.75			yes
5. Motivation & Learning: How Parents Can Help (Package of 25 leaflets)	2.00 (per package)			yes
6. Spirit Duplicating Masters (13 separate masters with free teacher's manual)	12.75			yes
7. Guide for Planning Inservice & Pre-service MOTIVATION Workshops	(free with Edupak Kit)			yes
8. Discipline & Motivation-Audio tape & Discussion	(free with Edupak kit)			yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Raymond J. Wlodkowski is an Associate Professor in the Department of Educational Psychology at the University of Wisconsin in Milwaukee. He is a licensed psychologist and has served as the Human Relations Specialist for the Milwaukee Public Schools.

6.2 How developed and when:

In 1976, Dr. Gordon Felton of NEA asked Dr. Wlodkowski to develop a product on motivation. As the product evolved, Fr. Wlodkowski began using it in inservice workshops in several states in the midwest. Following that, he began using the material in his own graduate and undergraduate classes.

Dr. Wlodkowski has received a grant for the summer and fall of 1979 during which he will do an empirical study to assess achievement and attitude changes among students and attitude changes among teachers when using these materials.

6.3 Evidence of effectiveness with users:

While no formal study of effectiveness with users has been carried out, the immediate feedback from workshops and classes, and the data which are volunteered by users of the product have been very positive.

The materials are said to be very helpful.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The technical quality of the filmstrips, the audio tapes and the printed material is very good, and the packaging is quite colorful. The total package presents the various aspects of motivation and its complexities very comprehensively, and definitely meets its stated objectives: i.e., to increase participant awareness on the subject of motivation and learning and to develop related skills and strategies for more effective teaching. It is adaptable to a variety of different users and settings, as well as a wide range of grades.

Content accuracy/social fairness/community acceptance issues:

Great care seems to have been given to have a multi-ethnic and multi-racial representation of both teachers and students in the filmstrips. The personal pronoun is also maintained as masculine/feminine throughout the material.

Nothing in the material could be judged as not being accurate or socially fair and there are not reasons to anticipate problems with community acceptance of the content of the package. It is up to date, current and relevant.

Overall summary/comment:

While motivation as a subject is neither novel nor mysterious, it remains an elusive and difficult concept to apply with consistency, accuracy and predictability. This product makes a concerted and imaginative effort to uncover new ways to deal with an old and persistent problem for teachers. In dealing with student attitudes, accepted myths, research, and techniques, it touches many bases. If the suggested procedure is followed, participants are certain to enhance their ability to deal in positive ways with motivation/teaching/learning. At the very least, the workshop would provide a valuable forum in which educators can interact with each other on this most important of topics. At best, it has the potential to address and help deal with a nagging problem which every teacher is bound to encounter at least at some point in his/her career -- and to make a difference it might be helpful for the product to have a single, unifying title which appears on the outer box and again on each of the separate and self-contained components, to indicate the inter-relationship and help in the handling.

LB- March 6, 1979